

FILE E

Visual and Performing Arts:

Item Information and Scoring Guide Reference Sheet E-2

Item Information and Scoring Guide Reference Sheet..... E-3

**Items with Learning Results, Scoring Guides,
Training Notes, and Student Responses E-4**

[Back to Table of Contents](#)

Visual and Performing Arts

Item Information and Scoring Guide Reference Sheet

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The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) items are scored. These pages contain the text for each item accompanied by the following information.

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

**Items with Learning Results, Scoring Guides,
Training Notes, and Student Responses**

1. Think of a musical program you have performed in or heard. Describe the musical program and tell what you liked or did not like about it. Give at least one musical reason.

CR#: 1

Learning Results: C-2

Criticism and Aesthetics

- C Students will reflect upon and assess the characteristics and merits of art works. Students will be able to
- 2 provide rationale for personal feelings about works in the arts.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response demonstrates a strong ability to provide rationale for personal feelings about a musical program. Response includes a detailed, clear description of a musical program, discussion of what the student liked or disliked about the program, and at least one musical reason for personal feelings about the program.
3	Response demonstrates a general ability to provide rationale for personal feelings about a musical program. Response includes a general description of a musical program, a general discussion of what the student liked or disliked, and one musical reason for personal feelings about the program. Response lacks details or contains minor errors.
2	Response demonstrates a partial ability to provide rationale for personal feelings about a musical program. Response includes some description of a program and some discussion of what the student liked or disliked. Reasons for personal feelings are nonmusical or missing.
1	Response demonstrates a minimal ability to provide rationale for personal feelings about a musical program. Response includes the name or a brief description of a musical program.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

Training Notes for Constructed-Response #1

Description of program might include such things as participants, type of music, and how well the program was performed.

1. 4
- I performed in a dance camp. I didn't like it because there wasn't any beat to the music. The music sounded like hiphop with a little bit of pop. I also liked the way the performers were set up. The tallest people stood in the back the middle had average people and the shortest were out front. I was directly in the middle of the front row. there was about 15 people in each row. I had the biggest spot light when I did my 5 minute dance soul low, to jazz music. I was wearing some blue wind pants with white strips on the side with a t-shirt.

I performed in a musical this year. I heard many different songs or music. The one I really liked was *Leaves Are Falling*. The dance had different kinds of animals in it and they were beautiful dancing around to the music. I think the dancing and songs with the beautiful music made the play interesting, more graceful, and gave many people lots of rolls or lines that they desperately wanted. When I heard the music it was so alive. I had some very big rolls and lines in the musical and I hope to have more lines and more rolls in musicals in the future. I think musicals will give me a chance to get closer to being an actress or supper star. I really want to be an actress or supper star.

1. I have gone to the school 3
concert and the theme was
patriotic. The kids sang song
more on the faster beat side
than the slower beat side. I
liked the program because
they were all patriotic songs
and I like patriotic songs
because I feel proud of our
country, and I get a
warm feeling inside me and
I just want to sing along.

1. I got to see the band play 3
at one of our concerts. They played
3 different songs. I didn't like it
when they didn't know a part
of the music and got really soft
so you couldn't hear them well.
I liked how the music was
jumpy and fast. I like fast
jumpy music.

1.

2

I once was in a band recital and there was clarinets trombones saxophones etc. I was a clarinet. I liked it because I like to play the clarinet. I also like hearing myself and the others make music. I didn't like it when my friend Traceal hit me in the butt with her trombone when we were practicing. And I wish I could have heard myself play.

1.

2

I Like the nutcracker
Because the plot is basic yet
still very well written. I
loved the music because it
has good artistic flare.

1.

1

I like Nsync I like it because
the music sounds good I think
it is the Best group I ever
heard.

1.

1

I hated cats becaus I couldn't
understand.

2. Most dances have a pattern. They begin with one kind of movement (movement A). Then there is a different kind of movement (movement B). Then the first movement (movement A) is repeated. This is called an ABA pattern.

Make up (create) a dance with an ABA pattern. Describe what movement A looks like. Describe what movement B looks like. Then describe what your ABA dance looks like.

CR#: #2

Learning Results: A-2

Creative Expression

- A Students will create and/or perform to express ideas and feelings. Students will be able to
2 apply previously learned principles to perform, create, revise, and/or refine works.

CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response demonstrates a comprehensive understanding of ABA patterns in dance by clearly describing each movement and the dance. Movements and transitions must be performable.
3	Response demonstrates a general understanding of ABA patterns in dance by generally describing each movement and the dance. Movements and transitions must be performable.
2	Response demonstrates a partial understanding of ABA patterns in dance by partially describing each movement and/or the dance.
1	Response demonstrates a minimal understanding of ABA patterns in dance. Student attempts to describe a dance or a dance movement, with little or no understanding of the ABA pattern.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response.

2.

4

I think movement A would be a developpe wich is when you bring your two to your knee and then thrash it into the air so you leg is pointed in the air. I think movement B would be a pile which is a bend of the knees that makes you have a diamond shape in the middle. The ABA pattern would look like you had you tow to your knee with a open triangle shape in the middle thrashed out and then bending your knees to the side to form a diamond shape. Then a having your to your knee you would thrash it out again

2.

4

A. Kick to the left, kick to the right, through your arms into the air, bring them down as you step backwards then step forwards.

B. Take one foot cross it with the other, step back, put both arms out bring them to your sides as you step sideways.

ABA. Kick to left, kick to the right, through your arms in the air, bring them down as you step backwards then step forwards, take one foot cross it with the other, step back, put your arms out and bring them to your sides as you step side ways, kick to the left, kick to the right, through your arms into the air, bring them down as you step backwards, then step forwards.

2.

Do a grape line (a grape line is when you put your first foot behind the second foot and then you put your second foot in front of your first foot and do that 2x and go the opposite way.)

3

Then do 1-2 run run run (1-2 run run run is you do what it says. Tap your foot on the floor 2x and then you run in place.)

Then do the grape line again and you have your ABA pattern.

2.

movement A looks like somebody waving his or her hands up and
down (to the left) in a disco pose, movement B after he or she
~~does~~ did the thing I described above he starts to do
summer soltz is on the ground, movement A is the same as the top one
I wrote first the whole aba dance together looks like a guy
doing the disco then went ducking and rolling on the floor then
the guy go back to a disco pose

3

2.

2

A. Clap your hands, stomp your feet and twirl around. B Jump up and down and clap your hands. A Clap your hands, stomp your feet and twirl around.

2.

2

Movement A) is kick. Movement B) is turn. Then A kick again. Then it goes kick, turn, kick. That is my A B A. Or it could be a different movement like Jump, raise 1 the roof, jump. There is whole bunch of diff. combinations.

2.

1

chicken dance movement A move your arms for the wings movement B shake your legs and it makes the chicken dance.

2.

1

A step back bring your arm up then down
B step forward